

# New York State School Report Card Comprehensive Information Report

BEDS Code: 66-04-05-03-0001  
 Name: Ardsley High School  
 Principal: James Haubner

Grade Range : 9-12

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	169	160	159
Tenth	144	168	162
Eleventh	133	144	171
Twelfth	141	125	138
Ungraded Secondary	17	24	33
Total K-12 Enrollment	604	621	663

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	74	12.3%	53	8.5%	51	7.7%
Black (Not Hispanic)	13	2.2%	15	2.4%	20	3.0%
Hispanic	14	2.3%	20	3.2%	23	3.5%
White (Not Hispanic)	503	83.3%	533	85.8%	569	85.8%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	20	17	19
Mathematics Grade 10	18	21	20
Science Grade 10	20	14	15
Social Studies Grade 10	22	19	18

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.7%	6	1.0%	4	0.6%
Eligible for Free Lunch	9	1.5%	9	1.5%	8	1.2%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.2%		93.6%		93.9%
Student Suspensions	39	6.9%	78	12.9%	65	10.5%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	1.0%	0.6%	0.4%
Public Assistance	None	None	None
Student Stability	89%	96%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	53
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	1
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	129	112	87%	121	104	86%	127	116	91%
Students with Disabilities	10	1	10%	2	2	100%	11	4	36%
All Students	139	113	81%	123	106	86%	138	120	87%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	120	15	0	1	2	0
Percent	87%	11%	0%	1%	1%	0%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
11	4	1	12

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			0		1	
	Entered GED Program*			1		0	
	Total Noncompleters			1		1	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	0	0.0%	0	0.0%	2	0.3%
	Entered GED Program*	1	0.2%	1	0.2%	0	0.0%
	Total Noncompleters	1	0.2%	1	0.2%	2	0.3%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		600	576
	Number of Students with Disabilities		0	54
	Number of All Students		600	630
	Percent of Enrollment		97%	95%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	3	#

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	1	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	10	100%	2	#
Science	1	#	1	#	1	#
Reading	1	#	1	#	1	#
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	3	#	5	100%
U.S. Hist & Gov't	6	67%	6	100%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	14	93%	8	100%
Science	0	0%	4	#	0	0%
Reading	0	0%	2	#	4	#
Writing	0	0%	2	#	6	100%
Global Studies	1	#	3	#	4	#
U.S. Hist & Gov't	1	#	5	80%	4	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	125	132	160	19	9	13
Number Scoring 55–100	123	129	158	19	7	12
Number Scoring 65–100	114	122	152	16	5	11
Number Scoring 85–100	65	84	79	0	2	1
Percentage of Tested Scoring 55–100	98%	98%	99%	100%	78%	92%
Percentage of Tested Scoring 65–100	91%	92%	95%	84%	56%	85%
Percentage of Tested Scoring 85–100	52%	64%	49%	0%	22%	8%
<b>Mathematics A</b>						
Number Tested	164	148	141	18	21	12
Number Scoring 55–100	148	119	135	17	6	11
Number Scoring 65–100	139	105	128	16	4	10
Number Scoring 85–100	71	40	45	5	1	1
Percentage of Tested Scoring 55–100	90%	80%	96%	94%	29%	92%
Percentage of Tested Scoring 65–100	85%	71%	91%	89%	19%	83%
Percentage of Tested Scoring 85–100	43%	27%	32%	28%	5%	8%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	0	116	0	0	2
Number Scoring 55–100	0	0	108	0	0	#
Number Scoring 65–100	0	0	100	0	0	#
Number Scoring 85–100	0	0	42	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	86%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	36%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	147	164	164	14	20	17
Number Scoring 55–100	146	158	159	13	18	14
Number Scoring 65–100	142	155	148	11	18	11
Number Scoring 85–100	77	75	88	0	4	3
Percentage of Tested Scoring 55–100	99%	96%	97%	93%	90%	82%
Percentage of Tested Scoring 65–100	97%	95%	90%	79%	90%	65%
Percentage of Tested Scoring 85–100	52%	46%	54%	0%	20%	18%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	122	131	155	2	9	10
Number Scoring 55–100	114	127	154	#	7	9
Number Scoring 65–100	106	119	153	#	5	9
Number Scoring 85–100	69	68	121	#	3	9
Percentage of Tested Scoring 55–100	93%	97%	99%	#	78%	90%
Percentage of Tested Scoring 65–100	87%	91%	99%	#	56%	90%
Percentage of Tested Scoring 85–100	57%	52%	78%	#	33%	90%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	118	156	199	0	12	20
Number Scoring 55–100	117	156	198	0	12	19
Number Scoring 65–100	116	156	196	0	12	18
Number Scoring 85–100	67	86	94	0	1	5
Percentage of Tested Scoring 55–100	99%	100%	99%	0%	100%	95%
Percentage of Tested Scoring 65–100	98%	100%	98%	0%	100%	90%
Percentage of Tested Scoring 85–100	57%	55%	47%	0%	8%	25%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	128	54	14	27	14	5
Number Scoring 55–100	124	53	14	24	13	5
Number Scoring 65–100	119	50	10	21	12	4
Number Scoring 85–100	55	16	2	8	2	0
Percentage of Tested Scoring 55–100	97%	98%	100%	89%	93%	100%
Percentage of Tested Scoring 65–100	93%	93%	71%	78%	86%	80%
Percentage of Tested Scoring 85–100	43%	30%	14%	30%	14%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		159	137		7	4
Number Scoring 55–100		157	137		7	#
Number Scoring 65–100		151	134		7	#
Number Scoring 85–100		56	70		1	#
Percentage of Tested Scoring 55–100		99%	100%		100%	#
Percentage of Tested Scoring 65–100		95%	98%		100%	#
Percentage of Tested Scoring 85–100		35%	51%		14%	#
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	33	30	44	0	1	0
Number Scoring 55–100	33	30	44	0	#	0
Number Scoring 65–100	33	30	44	0	#	0
Number Scoring 85–100	22	23	34	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85–100	67%	77%	77%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	8	4	13	0	0	1
Number Scoring 55–100	8	#	13	0	0	#
Number Scoring 65–100	8	#	13	0	0	#
Number Scoring 85–100	4	#	5	0	0	#
Percentage of Tested Scoring 55–100	100%	#	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	#	100%	0%	0%	#
Percentage of Tested Scoring 85–100	50%	#	38%	0%	0%	#
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	77	101	83	3	5	2
Number Scoring 55–100	76	100	83	#	5	#
Number Scoring 65–100	76	100	83	#	5	#
Number Scoring 85–100	58	74	56	#	3	#
Percentage of Tested Scoring 55–100	99%	99%	100%	#	100%	#
Percentage of Tested Scoring 65–100	99%	99%	100%	#	100%	#
Percentage of Tested Scoring 85–100	75%	73%	67%	#	60%	#
<b>Comprehensive Latin</b>						
Number Tested	19	25	14	0	0	0
Number Scoring 55–100	19	25	14	0	0	0
Number Scoring 65–100	19	25	14	0	0	0
Number Scoring 85–100	18	23	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	95%	92%	100%	0%	0%	0%

(Form – H)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	17	7	4	2	1	0
Number Scoring 55–100	10	3	#	#	#	0
Number Scoring 65–100	9	3	#	#	#	0
Number Scoring 85–100	1	2	#	#	#	0
Percentage of Tested Scoring 55–100	59%	43%	#	#	#	0%
Percentage of Tested Scoring 65–100	53%	43%	#	#	#	0%
Percentage of Tested Scoring 85–100	6%	29%	#	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	146	163	14	3	14	2
Number Scoring 55–100	140	149	7	#	14	#
Number Scoring 65–100	135	144	6	#	14	#
Number Scoring 85–100	90	87	0	#	2	#
Percentage of Tested Scoring 55–100	96%	91%	50%	#	100%	#
Percentage of Tested Scoring 65–100	92%	88%	43%	#	100%	#
Percentage of Tested Scoring 85–100	62%	53%	0%	#	14%	#

(Form – I)

# Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	3	#	0	0%	0	0%
Students with Disabilities	1	#	0	0%	0	0%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	124	124	124	11	11	11	135	135	135
Number Scoring 55–64	0	5	1	1	2	0	1	7	1
Number Scoring 65–84	47	49	34	8	2	6	55	51	40
Number Scoring 85–100	74	68	89	0	3	5	74	71	94
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)